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Annual reports of the Superintendent of Public Instruction, years ending August 31, 1875 and 1876

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Sixteenth Annual Report

OF THE

SUPERINTENDENT

OF

Dakota (Ter.) PUBLIC INSTRUCTION

OF THE

TERRITORY OF DAKOTA,

1885.

TO THE GOVERNOR.

YANKTON:
L. E. CAVALIER, PRINTER AND STATIONER,
1886.

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JUN 21 1886

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TERRITORY OF DAKOTA,
DEPARTMENT OF EDUCATION.

OFFICE OF SUPT. OF PUBLIC INSTRUCTION,
Olivet, Dakota.

To His Excellency,

GILBERT A. PIERCE,

Governor of Dakota:

SIR:—In obedience to the requirement of law, I herewith submit the Annual Report of the Superintendent of Public Instruction for the year ending June 30, 1885.

I have the honor to be,

Very respectfully,

Your obedient servant,

A. SHERIDAN JONES,

Supt. of Public Instruction.

REPORT.

The Legislative Assembly of Dakota does not meet during the present year, consequently I deem it unnecessary to incorporate in this report any recommendations for the amendment of the school laws of the Territory, though many changes and emendations are imperatively demanded.

It is my present intention to prepare such amendments as my experience in the administration of the school laws has suggested as necessary or advisable, print the same in circular form and send them to county superintendents and educators during the coming spring and summer, so that ample time may be allowed for suggestions and criticisms to be made by them, to the end that the Legislature may be fully advised by a bill to be presented early in its session, of the steps that should be taken to rid ourselves of the errors of the two imperfect systems which are now perplexing us. That this is an undertaking of no small magnitude, and one likely to be met by many obstacles and discouragements, I am, by my experience in the past few months, already convinced. Yet with the hearty and willing co-operation of our very efficient corps of county superintendents, and others interested in educational work, I do not consider it a task entirely shorn of its pleasures, nor do I suspect that the harvest will be barren of satisfying fruits.

The following summary of statistics of the public schools of Dakota Territory are for the school year beginning July 1, 1884, and ending June 30, 1885. When compared with the summary

of statistics presented in the Annual Report from this office of 1884, it should be remembered that this report embraces a period of twelve months, and that the report for 1884, embraces a period of fifteen months:

SUMMARY.

	North Dakota.	South Dakota.	Dakota.
Number of counties reporting	28	48	76
Number of school townships organized	225	556	781
Number of school districts organized	426	636	1062
Number of persons, June 1, 1885, over 7 and under 20 years	26760	60803	87563
Pupils enrolled in public schools	19725	49350	69075
Percentage of attendance of those enrolled	63	63	63
Percentage of children of school age attending school	71	81	79
Average cost of tuition per month for each pupil	$2.70	2.12	2.28
Number of teachers employed, Males	282	1002	1284
Number of teachers employed, Females	864	1997	2861
Number of teachers employed, Total	1146	2999	4145
Average pay of teachers per month, Males	$44.43	32.03	38.23
Av. pay of teachers per month, Females	$34.09	28.49	31.29
Number of schools, Graded	91	200	291
Number of schools, Ungraded	804	2184	2988
Number of schools, Total	895	2384	3279
Av. number of days school was taught	104	94	99
School houses built during the year	217	698	895
Whole number of school houses, Graded	38	78	116
Whole number of school houses, Ungraded	714	1915	2629
Population to each school house	202	132	151
Sittings in school houses	26183	64044	90227
Value of permanent school property	$1,008,586	1,179,264	2,187,850
Certificates issued in school year, 1st Grade			398
Certificates issued in school year, 2d Grade			836
Certificates issued in school year, 3d Grade			1161
Certificates issued in school year, Probation Grade			486
Certificates issued in school year, Total			2901
Number of applicants rejected			404
County institute fees received			$2,961.00
Same remaining on hand,			$2,521.54
Number of different schools visited by county superintendents			2408
Whole number of visitations			3360
County institutes held			38
Sessions of county teachers' associations			116
Sessions of territorial teachers' associations			2
Amount paid and due school officers for services and expenses	$6,101.61	7,651.80	13,769.41
Amount paid and due to county superintendents	$ 14,708.09	22,944.53	37,652 62
Par value of school bonds outstanding	$541535.61	1,121,046.16	1,662,581.77
Amount of school warrants outstanding	$174419.85	179,208.80	353,628.65

Receipts.

	North Dakota	South Dakota.	Dakota.
Cash on hand July 1, 1884,	$125,938.68	$ 136,615.56	$ 262,554.24
Received into special fund from all sources	258,027.30	412,533.09	670,580 39
Received from county apportionments	150,681.45	209,697.92	360,379 37
Received from sale of bonds	196,923.14	431,802.57	628,725.71
Received from county bonds, etc.	14,854.58	23,237.50	38,092.08
Received from appropriations, etc.	48,700.00	132,725.00	181,425.00
Total receipts to June 30, 1885.	815,423.59	1,326,333 20	2,141,756.79

Expenditures.

For school houses, sites and appendages	$227,287.68	$ 467,372 16	$ 694,659.84
For teachers' wages	184,192 09	315,889 17	500,081.26
For incidental expenses	63,769.15	119,022.28	182,791.43
As interest on bonds.	52,879.91	88,308.62	141,188.53
For purposes not before included	35,022.39	40,951 87	75,974 26
Total common school expenditures	475,238.98	1,119,464.34	1,594,695.32
Paid county superintendents by counties	14,708.09	22,944.53	37,652.62
Expended by counties for institutes	146.49	292.97	439.46
University, Vermillion		39,400.00	
University, Grand Forks	48,700.00		
Agricultural College, Brookings		33,700 00	
Normal School, Madison		23,600.00	
Normal School, Spearfish		2,500.00	
Deaf Mute Institute, Sioux Falls		16,000.00	
School of Mines, Rapid City		12,750.00	
Salary of Supt. of Public Instruction	500.00	1,000,00	1,500.00
Expenses of his office	500.00	1,000.00	1,500.00
Salary of Ass't Supt. of Public Inst.	333.33	666,67	1,000.00
Expenses of his office	33.33	66.67	100.00
Total expenditures	540,430.22	1,273,782.18	1,814,212.40
Balance cash on hand	182,246.96	145,297.43	327,544.39
Total to balance receipts	722,677.18	1,419,079.61	2,141,756.79

A COMPARATIVE VIEW.

The foregoing summary presents an array of facts which are almost incredible. The report of the Territorial Superintendent for the year ending June 30, 1884, presented such evidence of great development in our educational work that it was everywhere conceded to be without a parallel, and for a favorable comparison we are even now compelled to turn to our own history which follows that year. During the year ending June 30, 1884, Dakota led quite a number of the American states in the amount of expenditures for public school purposes; but the year 1885 puts her

ahead of all the States named in the following list, to-wit:

Arkansas,	Florida,	Maine,
Colorado,	Georgia,	Maryland,
Connecticut,	Kentucky,	Mississippi,
Delaware,	Louisiana,	Nevada,
New Hampshire,	North Carolina,	Oregon,
Rhode Island,	South Carolina,	Tennessee,
West Virginia,	Vermont,	Virginia,
		Texas.

It will be seen that twenty-two of the great States of the Union are led by Dakota Territory in expenditures made for the support of public schools, and many of these States do not expend half the amount paid by Dakota. Thirteen of them, to-wit: Arkansas, California, Colorado, Connecticut, Delaware, Florida, Louisiana, Maryland, Nevada, New Hampshire, Oregon, Rhode Island and Vermont, have a less number of public schools than are supported in this Territory.

In Dakota the population to each school house is 151, and compared with the following States it will be seen that their facilities for educating their youth are not equal to those of our Territory, the figures given indicating the population to each school house in each of the States mentioned:

DAKOTA, 151, Missouri, 247; Colorado, 370; Kansas, 156; Kentucky, 252; Connecticut, 375; New Hampshire, 156; Ohio, 255; New York, 426; Minnesota, 167; Illinois, 256; North Carolina, 544; Indiana, 204; South Carolina, 305; Arkansas, 552; Wisconsin, 221; Pennsylvania, 323; New Jersey, 714; Florida, 232; Tennessee, 326; Texas, 1,106; Michigan, 232.

The population to each school house in that part of the Territory lying south of the 46th parallel, commonly known as South Dakota, is 132, while North Dakota has a school house for each 202 of her population, leading all the above named States except

four. South Dakota takes her place in the van of nearly all the States of the Union in this important particular.

Dakota's showing in educational matters is not in any sense of a superficial character, as her permanent school property last June was valued at $2,187,850, being greater than the value of the permanent school property of fifteen of the United States. Dakota employed 4,145 teachers during the year covered by this report, fourteen of the States employing a less number during the same year. The teachers' profession is becoming an important one in the Territory. The wages paid are very good when considered in comparison with those paid in most other parts of the Union. The average monthly salary for the year ending June 30, 1884, was $34.76; sixteen of the States paying a smaller average, some of them ranging as low as from $21 to $24.

Thirteen of the States pay as teachers' salaries a less sum than was paid in Dakota during the twelve months ending June 30, 1885; this expense alone, here, amounting to over five hundred thousand dollars during that year.

The great number of school houses to the population in this Territory is one of the secrets of her sudden educational success. It gives the children a less distance to travel, and enables them to attend school with punctuality, which would be quite impossible over a much larger area in this new country. This would seem to impose a heavy burthen upon the inhabitants, but it is one which is most willingly borne by them, as will be seen by the fact that the taxes for this purpose are raised voluntarily, and are mostly levied annually by the people or their direct representatives. The people do not expect to secure great success without corresponding efforts and proportionate sacrifices. During the year covered by this report 79 per cent. of the school population of the Territory attended school. There are thirty-four of the United States, in each of which the percentage of attendance was less than that in Dakota for this year.

This comparison with the States of the Union might be carried to a great extent, but enough has been given to serve our main purpose, which is to assure the citizens of the Territory of the success which is crowning their earnest efforts to educate the youth of this great Northwest, and thereby lay the foundation for a bright and glorious future. There is, however, another purpose which will be served by it. Thousands of good people in the east who have long lived under the fearful impression that the tomahawk and scalping knife form the most prominent features of Dakota realities, will be less convulsed should a trip to the fair "Land of the Dakotas" be suggested to them, or should the startling proposition be made to admit her into the great sisterhood of States. These comparisons will also suggest to the intelligent reader the necessity for a more solid foundation for our government than the Organic Act which we are yet compelled to work under, and which is altogether inadequate for a community so great, and having interests and industries of such magnitude as those which are being fostered here, and which are carried on at so great a disadvantage. The territorial form of government was never designed for that mature condition which we have reached; and much of disorder, as well as unsatisfying results, must necessarily flow from a further continuance of this territorial system.

EXHIBIT OF GROWTH.

	1875	1876	1877	1878	1879	1880	1882	1883	1884 15 Mo's.	1885 12 Mo's.
Youth of School Age (5-21)	8343	10396	11046	12201	18535	39742	50000	*56476	*77499	*87563
Enrolled in Public Schools	4428	5410	6431	7156	9822	13718	25461	33988	50031	69075
Average Daily Attendance	.....	.....	.....	1342	4618	8530	.....	20560	32520	43517
Organized Districts	296	328	369	401	.....	.....	1255	1644	†1607	†1843
Schools or School Rooms	221	215	.....	.....	.....	580	1022	1507	2137	3279
Graded Schools	.....	.....	5	14	.....	.....	41	51	69	116
Ungraded Schools	.....	.....	235	273	.....	.....	.....	1356	1930	2988
Average Term in Days	.....	.....	75.6	.....	97	.....	.....	93	101	99
Value of School Property	$24,926	48,333	37,037	60,319	133,952	214,760	532,267	937,764	1,689,658	2,187,850 00
Men Teaching	54	85	100	141	210	212	346	461	863	1284
Women Teaching	154	181	154	189	254	308	687	1056	2048	2861
Whole No. of Teachers	208	266	254	330	464	520	1033	1517	2911	4145
Av. Monthly Pay of Men	$35 00	.....	.....	37 16	36 00	32 31	33 00	39 70	38 43	38 23
Av. Monthly Pay, Women	$25 00	.....	.....	26 54	25 00	32 31	26 00	30 70	31 72	31 29
Receipts, School Purposes	$32,603	52,008	37,668	72,950	81,642	255,000	343,616	630,797	1,603,563	2,141,756 79
Expenditures Pub. Schools	$32,603	50,002	37,668	59,793	75,959	245,000	314,484	529,837	1,306,878	1,814,212 40

* School age 7 to 20 years. † Districts and School Townships.

EXHIBIT OF GROWTH.

The foregoing table presents an exhibit of growth in our school system for the ten years last past, no summary for 1881 being found. A glance at this table will be sufficient to show the wonderful progress made during this time; and, it will be seen, too, that whatever of progress the territory has made is mostly embraced in those ten years. There were in 1875 in round numbers only about 8,000 school children enumerated in the entire territory, and only fifty per cent of these attended school. With a trifle over two hundred school houses, built generally of rude material, most of them being of prairie sods, and with but about $32,000, all told, expended for the support of this meager number of schools, it clearly appears that at that time Dakota could boast of little more than an infantile condition. The Territory, indeed, was open to settlement, but without railroads the immigrant had but poor encouragement to venture, since the *getting* here was not to him so important a problem as the *staying* and supporting his family after his arrival, with all the markets hundreds of miles away. Not until 1879 did much progress take place, during which year the number of school children ran up to nearly forty thousand, and are so reported in the annual report of the Territorial superintendent for 1880. During the same year about a quarter of a million dollars were expended for school purposes, a startling increase over the amount expended for the preceding year. It was during this year that several lines of railroad were built into the Territory from the east, under the auspices of the Chicago, Milwaukee & St. Paul, and the Chicago and Northwestern companies.

Southeastern Dakota was in this way made accessible to the western homeseeker, and from that time to the present the building of railroads, the inpouring of immigration, agricultural and other internal improvements, the building of flourishing cities, towns and rural settlements, have gone hand in hand together,

while education has made a most triumphful march, keeping pace with, if not leading all else, connected with our progress.

One of the objects of educational work is to secure the attendance at school of all children of school age. That this object is being accomplished in Dakota in a great measure is evidenced by the increase in ten years of the percentage of attendance. As stated before, the number of those enrolled compared to the whole number of children of school age in 1875, was about fifty per cent., while this has been increased in ten years to a fraction below eighty per cent., a very flattering proportion for a new, or even for an old community, as but four states in the Union exceed this rate.

Sections 119 and 120 of the Township school law approved March 8, 1883, are intended as a compulsory provision, requiring all children between ten and fourteen years of age to attend school at least twelve weeks in each year. As far as I am able to learn this provision has been ignored, and parents are still allowed to excerise their own discretion, which is often not the best, in regard to sending their children to school. This law seems not to meet with the favor or excite the interest of the people as it was expected it would, or the percentage of those attending school to the whole number enumerated would be very materially increased. We may not, however, expect perfection in a new country like ours, nor feel disappointed if something is left to be accomplished hereafter.

TOWNSHIPS AND DISTRICTS.

We have two school systems in Dakota, one called the Township, and the other the District System. The latter is, with us, the original system, and is still exclusively used in the old counties of Barnes, Cass, Clay, Codington, Deuel, Grand Forks, Hutchinson, Lawrence, Lincoln, Minnehaha, Moody, Pembina, Union, Walsh and Yankton, fifteen counties in all. Little effort has ever been

made to perfect this system in Dakota, and although the township system has been adopted in the balance of the Territory, and the district system is incomplete, and in some particulars very imperfect, these fifteen counties do not seem willing to exchange it for the township system as it exsists in Dakota. The two systems do not work well together, and they tend to confuse in the administration of school affairs. Owing to its incompletness, and many imperfections, the township system is not universally liked where it is in force, and this is another reason for holding to the district system in the counties above named.

The provision in our township system which allows school townships of large area to be formed, and afterwards to be divided into smaller ones by order of the board of county commissioners, without any provision whatever for the disposition of the debt of the original township, is a dangerous one. In many cases which occured within the past year, the original township was bonded for funds with which to build school houses. These houses were, in some instances, so situtated as to be left entirely in one township, after the division was made, and in the other cases they were so situated as to be distributed among three new ones. Only one of these townships now bears the original name, and this one, no doubt, is responsible for the entire debt in the absence of any remedial provision in the school law; and it is needless to say that in many cases this injustice will be borne unless the people choose the alternative of an expensive lawsuit.

One of the organic defects of our township school law is the provision in section 65 that there shall be no Territorial subdivisions of a school township; and this taken in connection with section 64 which permits all the patrons of a school township to choose a different school each year to which to send their children is a constant source of disorder. This is carrying liberty to such an extent as to destroy the very object for which liberty is sought. It is discouraging to the enterprising teacher as well as to school

officers who are seeking to advance the schools within their charge. The same pupils should be kept at the same school without change, if possible, and that school should be the one nearest and most accessible to their homes.

Patrons, too, should understand that their interest in their school is permanent, and they should be encouraged to feel that this certain school is their own; that an effort directed towards its improvement will redound to the benefit of those who yield the effort. As many territorial subdivisions of a school township should be made as there are common schools in the township, and each patron and resident should know exactly to which school he belongs. Under the present law a tax payer who has no children of school age belongs to no school in particular and is allowed no interest in the public school in his immediate neighborhood. This may or may not be wise.

Again, if the township board is strictly forbidden to expend more money upon one school than upon another, or to employ a teacher for a greater number of months in one school than in another, (see section 45,) patrons and taxpayers of any particular school should be permitted to tax themselves, at least, in order to raise their school funds so as to meet their needs. To say to a certain enterprising community: "You shall not advance beyond your less enterprising neighbors," is so lacking in the spirit of modern enterprise that it cannot be mantained as practicable. It is a "machine" idea, and is not adapted to the present progressive age. There are communities in every county in the Territory, which require, at least, nine months of school each year, and there are other communities in which if they were compelled to have six months or more, it will almost raise a spirit of rebellion. These differences are sure to exist just as long as human nature exists, and the legislation with a view to remove them is manifest error. The law may reasonably require six months school in each community, but it should not force any particular community

out of the system into an independent district, in order to secure more than six months, which is really the tendency of the present law. Hundreds of communities are applying to this office for ways to enable them to adopt the independent district system, which of course, cannot be provided. The next legislature will undoubtedly be flooded with bills to establish independent districts as means of escape from the errors of our township school law. I cannot think this the proper course to pursue, and would advise, rather, that all those who have the best interests of the public schools at heart, will join in an attempt to remedy the evils in the law by proper legislation, so that we may provide one uniform system for the entire Territory.

The defects mostly complained of in the district system may also be easily provided against by legislation. It should not be considered one of the necessary parts of this system that the patrons, or voters, of the district be called together for the purpose of purchasing a broom, or waterpail, or to grant authority to the board to do so. The school board under the district system, may be intrusted with the care and management of the school house, as well as the funds of the district. A provision in the law may forbid the formation of districts having an assessed valuation too low to support a good school, and authorizing the county superintendent or some other authority to suspend or discontinue the organization under proper restrictions whenever the assessed valuation falls below a certain sum. Districts may also be allowed to consolidate by a vote of the majority, so as to form larger and more powerful corporations. They may also be permitted to build as many school houses as are needed, and to add graded school buildings when it is found desirable, and the board should have power to make rules for the conduct and government of these schools.

Attention is called to a few of the leading defects of the two systems under which we work as a suggestion to our educators to

note them along with any other defects which may come to their attention, as later in the season an effort will be made to prepare an act, which will, if adopted by the next legislature, remedy the defects discovered. I am of the opinion that either system well perfected would give good satisfaction to the people; but the removal of the governing power so far from the various schools, as is the case in our township system, has been the source of much complaint. In an older country where the population is dense and the townships are small, this objection is not so great; but, even in Indiana, where a far more perfect system is in use, the independent district is frequently adopted by way of relief. If we are to have a township system, we should try to remedy all the visible defects, at least. If a district system, the same rule should be applied; but I am inclined to the belief that the two systems cannot be maintained to advantage in one state.

OFFICE AND ROUTINE WORK.

In this office the regular routine work has become great, and the superintendent's time is entirely occupied with it unless it be neglected to look after other matters. The law provides for an assistant, and a regular appropriation of one thousand dollars per annum is made for his salary. No duties are provided for him, however, except those to be assigned by the superintendent. One assistant would be ample provision for the present needs but for the fact that the same law which creates the office provides that it shall be held in North Dakota. This law necessarily separates the two offices so widely that no duties can be assigned to the assistant by the superintendent; and especially is this the case since the superintendent is himself made responsible for the performance of all duties. The records of the office under our school laws, cannot be divided nor can the work be divided and carried on at two separate points. Both the records and the work are indivisible. The Hon. John W. Cowen, of Valley City, fills the position of assistant, and were there no legal obstacles in the way of a

union, his excellent qualifications would make him very useful to this office, and add much to the effectiveness of the administrative work now done.

The correspondence alone is sufficient labor for a good office hand. The letters received and answered since the first of April last have averaged a fraction over twenty-one for each day, and many of them, especially those bearing upon legal questions, require more or less time for consideration. Along with this duty —and the correspondence cannot with any show of reason be neglected—the superintendent has his various other office duties such as preparing blanks, attending to the printing, packing, mailing and shipping; preparing, printing and distributing examination questions at various times during the year; preparing, printing and circulating the school laws and various instructions to county superintendents and school officers, etc., etc. With all this train of office duties there is no practical provision for a single dollar's worth of help, and as a consequence it has become necessary to employ assistance and to pay for it from the salary of the superintendent. In no other way can the duties of the office be performed in a manner that is even tolerable.

During the past summer over twelve thousand copies of the school laws have been distributed among the school officers of the Territory. The bulk of them were sent by express, but packages sufficiently small were sent through the mails. All blanks are necessarily sent by mail since the frequent transfers from one company to another, which must often be made before the packages reach their destination, result in high charges upon small packages. The postage expense alone, therefore, amounts to a very considerable sum in the course of a year. Questions for examinations must necessarily be sealed which necessitates the payment of letter postage.

OUR SCHOOL TEACHERS.

Up to the present time but little has been done in our Terri-

tory towards the improvement or creation of teachers for our public schools. This is not the fault of the people, or the Territory, since it requires time to make a successful march in this direction. There is no lack of interest, however, on the part of the people. Two Normal Schools have been established and are each of them doing good work. The school at Madison has over one hundred pupils in regular attendance, and the course of study and practice adopted is quite equal to that of many older institutions of wide reputation. The school at Spearfish has also commenced work, and it is believed that it will fill a want in that part of the Territory. But the preparation of our teachers for thorough work in the schools cannot all be left to these institutions. During the coming year nearly five thousand teachers will be required in the Territory, and it cannot be expected that our immediate needs in preparing them for their duties will be supplied by these two schools. By far the greater number of them will be compelled to do this work with little or no special preparation other than that which they receive at the teachers' institutes which are held in many of the counties, but which are necessarily of very short duration, owing to a deficiency of funds with which to carry them on. There is no lack of earnestness or ability on the part of many of our county superintendents. They are thoroughly up to their work. To them we are compelled to look for a thorough and competent corps of teachers. The great number of teachers required, however, makes it quite necessary to employ many of those who are of low grade, as well as those who have but little permanent interest in their profession.

It is encouraging to note in this connection that there are many teachers in the Territory who have had special training in their profession in institutions of high repute in the east; and that the proportion of these, to the whole number, is much greater than is usual in a new country. Their example and influnence while mingling with the other teachers and associating with them

in institutes and reading circles, are a greater force in the way of preparing the masses of these lower grade teachers for greater usefulness and more thorough work than any other force we are able to apply.

In the rural portions of the Territory, and especially in those parts which are sparsely settled, the school corporations are unable to pay a sufficient salary to encourage teachers of high grade to go among them. The salaries do not compensate for the expenditure of time and energy on the part of such teachers, and, in consequence of this, they seek better and more encouraging fields of labor. This is to be expected; but, since the average monthly salaries paid to teachers in the public schools of Dakota is above that paid in many of the States, it is believed that as this fact becomes better known we shall reap a considerable harvest of teachers of a fair grade through the channel of immigration.

In our own Territory we are by no means confined to the Normal schools heretofore named as a source from which to draw teachers for our public schools. There are now several very efficient high schools so well established that classes graduate from them annually, and the Universities of the Territory, at Vermillion and Grand Forks, are doing good work in this direction. The Agricultural College located at Brookings is meeting with unexpected success, and has a normal department permanently established.

Besides the public institutions named there are numerous private schools of the rank of Academies and Colleges within the Territory which have entered upon successful educational work.

Competent persons to conduct teachers' institutes are in demand. During the greater part of the year those who undertake this work are engaged in teaching in the public schools. This makes it impossible to obtain their services except during vacations. In this way quite a number of counties are compelled to hold their institutes at the same time, or do without the services

of those who make a profession of doing this work.

Of course this makes it impossible, too, for the Territorial Superintendent to visit many of these institutes, which is greatly regretted. I am quite fully convinced that it is not the best plan to hold all our institutes during these vacations. The maxim: "All work and no play makes Jack a dull boy," I think quite as applicable to the teacher as to the pupil. Especially should the teachers who work in the schoolroom throughout the balance of the year have recreation and rest during the summer vacation, this being the more necessary to them during the hot months than at other times. The teacher's life is by no means a play-spell. The character of labor which he is compelled to undergo, in order to keep abreast of the times, is very arduous and wearing upon his physical constitution; but it is hoped that with the other necessary inconveniences which attend pioneer life, this may be one which will gradually, if not speedily, pass away. Upon the whole our teachers are energetic and faithful to their duties to a degree that is decidedly praiseworthy.

We have two educational associations in the Territory, one in the north and one in the south. At the South Dakota Teachers' Association, which met at Huron in July last, steps were taken to institute a reading circle for the south part of the Territory, but nothing effective has yet been accomplished, under the direction of the officers chosen, though it is confidently expected the work will soon be inaugurated. In various counties the superintendents have, however, taken independent action, and teachers' meetings have been held, and in some of them a course of reading will be carried along through the year. Concerted action, however, is the most effective, and will no doubt become a feature of our educational work in the near future.

GRADUATION AND CLASSIFICATION.

It has been common in our public schools, as well as in those of the country at large, for the teacher to classify his pupils accord-

ing to the wishes of the pupils themselves or the choice of their parents. The pupils go to school with text books selected without consulting the teacher or any other competent counselor, and one pupil may study two or three branches while another may carry seven or eight. One pupil may be reading in the Fifth reader and be working in the fundamental rules of arithmetic, while another may be reading in the Fourth reader and working in percentage or evolution. The same irregularity or want of system has existed in regard to the other branches. This lack of system has given many of our educators much concern and furnished them with a subject worthy of careful study. It has afforded an opportunity also for the application of their inventive genius.

In Dakota there is no lack of interest in this subject on the part of many county superintendents and teachers, and I am able to report a very flattering outlook for the future. In the counties of Union, Hughes, Clay and Brule, a regular course of study has been adopted, more or less complete, as the circumstances would permit; and in numerous individual schools in other counties teachers have done much towards establishing the practicability of the system. Other counties besides those named may have taken steps in this direction, but their work has not yet been reported to this office. I confidently expect that my next Annual Report will show that a very considerable movement has been made in classifying the pupils of our country schools, even though the immediate adoption of a regular graded system may not be regarded as entirely practicable.

Our township law permits the construction of a graded school building in a central location in each township, and the maintenance of a graded school therein, to be accessible to pupils from all parts of the township; but the idea does not seem to meet with favor since it conflicts with the general plan of making our country schools something better and more thorough than simple primaries. Nothing less than a course of study equal to that usually

found in the graded system, below the high school, will ever be accepted as sufficient in our common country schools, for the simple reason that the majority of our people are unable to educate their children beyond that which is done for them at these schools. To attempt to send the masses of our children several miles away to one central graded school would not be practicable anywhere. A better system seems to be working its way into favor, which is to make the course of study in our common public schools equal in extent to that taught in the ordinary graded system, including the grammar school department. Then, should it be found advisable to provide for additional school privileges, a central high school might be established at which a more extended course may be taught. This plan admits of the idea of perfecting the graduating system in our public schools generally, bringing them up to a better standard than has been common in the past. As the country becomes more populous, and its financial condition improves, the success of the plan becomes more nearly possible. By this plan a pupil would be admitted to the central high school upon presenting his certificate of graduation in the common school, and the course of study in the central school would partake more of an academic character.

I am not certain that this institution could be made the bridge between the common schools and our Colleges and Universities; but if the State is to take charge of the entire system, from the primary to the University, I see no reason why those intending to complete such a course at public expense should not be prepared for their first year in College at this central home school. If the State undertakes to complete the work of educating, as is done in Dakota and some of the States, there can be no valid reason offered for not making the steps continuous from the pupil's entrance to the primary to the completion of the University course; and in this case his absence from home would be shortened, and he would remain longer under parental care and guidance, which would be

an important consideration. It is truly a misfortune that girls and boys are sent from their homes at so early an age to attend preparatory schools, as is well-known to be the case when they receive only a grammar school course at home. In our cities the high school may supply the deficiency. Shall it be supplied to our rural inhabitants?

TEACHERS' CERTIFICATES.

At present we have no systematic gradation of teacher's certificates in our Territory. The law authorizes county superintendents to issue three regular grades to persons over eighteen years of age who are found upon regular examination to be qualified to teach; the first grade running two years, the second grade eighteen months, and the third grade twelve months. Besides this the law authorizes the county superintendents to issue what is denominated a probation certificate, good for six months, to persons *not qualified* to teach. This, really, is the construction which must be placed upon the law. Territorial certificates are authorized to be issued by the Territorial superintendent good for five years, to persons who have established themselves as teachers of special merit. The Territorial superintendent is also authorized to issue certificates good for five years, to persons who have graduated from normal schools of good repute. These are *called* 'professional" certificates. If there is any difference in the grade of these two certificates, that difference is not defined by the law. Besides these the "State" Normal school located at Madison, and the "Territorial" Normal school located at Spearfish are authorized to issue certificates upon twenty-two weeks attendance, good in any county in the Territory, to teach the branches specified in the certificate, for any time the board see fit to designate. It may be for a quarter of a century. This authority is entirely independent of the regular educational department of the Territory, which is indeed extraordinary. Fortunately, the board at Madison have been cautious in exercising their powers in this direction, and the

school at Spearfish has not been running long enough to make use of their powers.

Besides this there is a provision in the law which permits county superintendents to make an endorsement upon the second first grade certificate which makes it good throughout the Territory, a very unwise if not disorderly provision. There is no rank or grade in the whole series except the first, second and third grades issued by the county superintendents. Normal schools should issue their diplomas of graduation, but they should not be authorized to issue Territorial certificates. These might be issued from the Territorial superintendent's office upon presentation of diploma; and the certificate should be on record there. County superintendents should not be authorized to issue certificates good outside of their own jurisdiction. All applicants of this character should apply to the Territortal superintendent whose office should contain records of all the Territorial certificates issued, whatever the ground may be for issuing them.

County superintendents have not indulged extensively in issuing Territorial certificates by the last named method, and they have generally refused to issue them, on account of their disorderly character; which refusal is to be commended.

Besides a regular gradation of certificates from the lowest to the highest it would be highly beneficial to our educational work if a system of graded salaries were adopted in the Territory, corresponding as nearly as possible with the grades of certificates held by the teachers. These suggestions are made more particularly to county superintendents and school boards, since they have the power to correct many of the evils and carry the suggestions a long way towards permanent adoption by careful and pains-taking attention. The next legislature will no doubt make needed amendments to the law in these particulars, should they be presented in the proper form, and should they appear to the people to be desirable.

HIGHER PUBLIC EDUCATION.

There are two universities in Dakota which come under this head, one at Vermillion, and one at Grand Forks. There is also one agricultural college situated at Brookings, and two normal schools, one at Madison and one at Spearfish, which might probably have mention here. In addition to these the School of Mines at Rapid City has been established and will soon be in running condition.

THE UNIVERSITY OF DAKOTA.

This institution is located at Vermillion and is under the presidency of J. R. Herrick, S. T. D., and has a faculty of seven members. Besides the regular university courses denominated classical, literary and general science, there has been established preparatory and normal courses, the former leading to the proper university courses and the latter being designed for the special preparation of pupils for the profession of common school teaching. At present there are 166 pupils enrolled in all departments and a steady increase reported.

THE UNIVERSITY OF NORTH DAKOTA.

This institution was established by legislative enactment in February 1883, and was first opened for the reception of students in September 1884. Henry Montgomery, M. A., B. Sc., is acting president and the faculty is composed of six members.

This institution is located at Grand Forks in the Red River Valley, the building being four stories high and at present 54 by 151 feet upon the ground. It is designed, like the one at Vermillion, to supply the usual university courses, and like that, has established preparatory and normal departments.

There are about fifty students in attendance, eight of whom are in the Freshman year, the remainder being in the preparatory and normal departments.

Both these universities have had an auspicious beginning considering the newness of the country and the many disadvantages under which they were launched.

THE DAKOTA AGRICULTURAL COLLEGE.

The Agricultural College is located at Brookings and is under the leadership of George Lilley, A. M., Ph. D., President. The faculty of instruction consists, at present, of six members, and there are about 240 pupils in attendance in all the departments.

The courses of Agriculture and Domestic Economy, Civil Engineering and Mechanical Engineering, are taught, and the Literary course in which prominence is given to Science and General Literature. The degrees of Bachelor of Science, Bachelor of Civil Engineering, and Bachelor of Mechanical Engineering, are conferred upon graduates of the proper departments.

THE SCHOOL OF MINES.

This school is located at Rapid City, in the Black Hills, and the building is not yet finished. It is expected that this school will be opened about the first of next August. The courses of study taught will be technical and confined to such branches as chemistry, metallurgy, geology, mining, milling, engineering, mathematics, mechanics, drawing, the fundamental laws of the United States, and the rights and duties of citizens. This school will be free to all residents of Dakota, which terms apply to all our public institutions.

THE STATE NORMAL AT MADISON.

The "State" Normal, as it is denominated in the Act establishing it, is located at Madison, and is doing good work in its special line. It has over 100 pupils in attendance, who are fitting themselves for the teacher's profession. The faculty consists of Charles S. Richardson, President, and five additional professors. Regular lectures are also provided for by persons not members of the faculty. The course of study is divided into the Elementary

and the Advanced. A model school has been attached, which is one of the excellent features of the institution.

THE TERRITORIAL NORMAL AT SPEARFISH.

This institution has just been opened and is located at Spearfish, in the Black Hills, Lawrence county. It has an enrollment of fifty-three pupils, a very fair beginning. F. L. Cook is the principal, who at present has but one assistant. Another year will no doubt show much advancement in the special work of the Spearfish Normal.

THE DAKOTA DEAF MUTE SCHOOL.

This school, though not classed with those devoted to higher education, is deserving of special mention here. It is under the principalship of Professor Simpson, and many of the pupils in charge are making considerable progress. There are over thirty of these pupils now under instruction, and the number is increasing as the good work of the school becomes better known.

HIGHER PRIVATE SCHOOLS.

Universities, Colleges, and Academic institutions, are becoming quite numerous in the Territory, the number being almost too great to give extended mention in this report.

THE UNIVERSITY AT MITCHELL.

This University is new, having been opened in September, 1885. It is under the management of the Methodist Episcopal Church, and is located at Mitchell. Rev. Dr. Bush is President.

PIERRE UNIVERSITY.

This institution is located at Pierre, on the Missouri river, and is under the auspices of the Presbyterian Church. It is now in its third year and has seven instructors. Rev. W. M. Blackburn, D. D., is President. Thirty-five pupils are in attendance.

YANKTON COLLEGE.

This College is the oldest collegiate institution in the Terri-

tory. It was incorporated August 30, 1881, and was established by the General Association of Congregational Churches, May 25, 1881. The faculty consists of seven professors at this time and 122 pupils are enrolled, twelve of whom are working in the College classes. Rev. Joseph Ward, D. D., is President. The site is a pleasant one, overlooking the city and the valley of the Missouri, and is noted for healthfulness.

THE DAKOTA COLLEGIATE INSTITUTE

is located at Sioux Falls and is under the control of the Baptist Association. It is well patronized and is one of our successful institutions; but no report of its operations has been received at this office.

OTHER PRIVATE INSTITUTIONS

are the Plankinton Academy, Scotland Academy, The Groton Collegiate Institute, St. Joseph's Academy at Fargo, St. Mary's Academy at Bismarck, Academy of the Sacred Heart, Yankton; All Saints' School, Sioux Falls; and several others from which I have received no report.

STATISTICS.

In the following pages will be found the general and financial statistics of our public schools for the year ending June 30, 1885. There seems to have been great negligence on the part of school officers in some of the counties of the Territory in making their annual reports. Clerk's reports are required to be made by the first of August, and county superintendent's reports are required by the first of September. There were some of the latter, however, which did not reach this office till the close of the year, among which are included some of the most populous counties in the Territory. I am persuaded that all obstacles, or nearly all, which have stood in the way of promptness in making these reports will be removed before those of the coming year are required. A comparison of the statistics in the following tables with those of the year ending June 30, 1884, will be found to be very interesting.

LIST OF COUNTY SUPERINTENDENTS.

Counties.	*Superintendents.*	*Postoffices.*
Aurora	S. B. Miller	White Lake
Barnes	E. A. Sager	Valley City
Beadle	Jas. S. Bishop	Huron
Benson	Robt. McAdam	Minnewaukan
Bon Homme	W. E. Moore	Tyndall
Bottineau	Ezra Turner	Bottineau
Brookings	O. H. Parker	Brookings
Brown	R. W. Jones	Columbia
Brule	E. L. Drury	Chamberlain
Buffalo	Harry McCrady	Duncan
Burleigh	W. H. Winchester	Bismarck
Butte	Mrs. E. G. Ames	Minnesela
Campbell	E. A. Crain	La Grace
Cass	J. F. Gleason	Fargo
Cavalier	H. D. Allert	Hannah
Charles Mix	E. D. Wood	Burnside
Clark	S. N. Brown	Clark
Clay	E. F. Peterson	Vermillion
Codington	Frank Crane	Watertown
Custer	J. B. Dickover	Custer City
Davison	C. M. Cooley	Mitchell
Day	Amos E. Barker	Webster
Deuel	A. A. Merrill	Gary
Dickey	G. Lindersmith	Ellendale
Douglas	J. T. Matthews	Grand View
Eddy	J. W. Hays	New Rockford
Edmunds	J. W. Parmley	Roscoe
Emmons	J. H. Worst	Williamsport
Fall River	Mrs. M. J. Dennis	Hot Springs
Faulk	Mrs. A. H. Rose	Harrington
Foster	Wm. Farquer	Carrington
Grand Forks	C. A. Burton	Grand Forks
Grant	C. S. Amsden	Milbank
Griggs	Theo. F. Kerr	Cooperstown
Hamlin	Thomas Ward	Castlewood
Hand	G. L. Pinkham	Miller

List of County Superintendents—*Continued.*

Hanson	Lewis Weber	Alexandria
Hughes	J. C. Collester	Harold
Hutchinson	S. M. Daboll	Olivet
Hyde	J. F. O'Donnell	Highmore
Jerauld	J. T. Johnson	Alpena
Kidder	John Harcourt	Steele
Kingsbury	Geo. A. Williams	DeSmet.
Lake	C. S. Raymond	Madison
La Moure	Mrs. L. H. Franks	Grand Rapids
Lawrence	Mrs. Clara Rogers	Deadwood
Lincoln	W. E. Benedict	Canton
Logan		
Mercer	Geo. Hawley	Stanton
McCook	M. A. Lange	Canistota
Marshall	C. A. Tuck	Stena
McHenry	Mrs. M. Cameron	Pendroy
McIntosh	Geo. W. Abbott	Hoskins
McLean	H. S. Bissell	Coal Harbor
McPerson	D. B. Strait	Leola
Miner	A. W. McClarran	Howard
Minnehaha	J. E. Colton	Sioux Falls
Moody	J. F. Goodsell	Flandrau
Morton	E. J. Steele	Mandan
Nelson	Jeff M. Myers	Lakota
Oliver	Geo. Sanger	Sanger
Pembina	C. E. Jackson	Pembina
Pennington	S. J. Scriber	Rapid City
Potter	Miss E. E. Nichols	Gettysburg
Ramsey	J. V. Brooke	Devil's Lake
Ransom	Clara O. Panebaker	Lisbon
Richland	W. M. House	Wahpeton
Roberts	E. S. Ireland	Wilmot
Rolette	J. E. Brown	St. John
Sanborn	F. F. Meyer	Woonsocket
Sargent	W. E. Dada	Milnor
Spink	E. A. Dye	Mellette
Stark	Thomas Evans	Gladstone
Steele	G. W. Winchell	Sherbrook
Stutsman	P. H. Foley	Jamestown
Sully	L. D. Carr	Blunt
Towner	W. H. Lane	Coolin
Traill	K. S. Norgord	Caledonia
Turner	Burt. W. Sloan	Centerville
Union	W. H. H. Fate	Elk Point
Walsh	R. M. Evans	Minto
Walworth	J. J. Jones	Le Beau
Wells	Marshall Brinton	Sykeston
Yankton	T. S. Dickson	Yankton

GENERAL STATISTICS.

Year Ending June 30th, 1885.

Counties.	No. School T'ps Organized.	No. Districts Organized.	No. Graded Schools.	No. of Rooms in Same.	No of Ungraded Schools.	Av. No. days school taught.	No. teach's employed.			Av mont'y pay of teachers.		School census—No. unmarried persons between 7 & 20 y'rs of age.			No. of different pupils enrolled in schools.	Pr ct. att'dance those en'll'd	Av. cost of tuition per month to each pupil.	No. sch'l houses built in y'r	Total No. sch'l houses in corporation.		Total value school houses, sites and furniture.	Total No. of sittings in school houses.	Par amount of school bonds outstanding June 30, '85.	Average rate per cent. interest paid.	Amount paid and due such officers for services and expenses in year.	Amount of school warrants outstanding June 30, '85.	Amount paid County Superintendent.
							M.	F.	T.	M.	F.	M.	F.	T.					Graded.	Ungraded.							
Aurora	20	..	2	7	59	102	28	58	86	32.12	26.37	811	725	1536	1282	66	1.60	5	2	59	41,198.82	1792	3,300.00	8	.....	4,347.82	450.00
Barnes	....	75	3	6	81	102	21	67	88	42.07	26.54	992	829	1821	1310	60	3.70	4	3	73	124,123.29	2739	61,294.72	8	91.33	47,012.53	1,000.00
Beadle	34	..	..	..	90	...	46	71	117	32.24	26.93	1040	901	1941	1628	32	1.97	34	...	86	58,674.09	2519	76,073.00	7 1-2	.....	10 335.74	1,291.65
Benson	7	..	..	..	2	17	...	2	2	.....	31.67	130	128	258	8	63	....	.	..	..	40.31	12	9,400.00	8	55.50	66.75	114.34
Bon Homme	12	..	2	6	53	100	33	41	74	33.00	31.06	980	903	2525	1956	44	1.02	7	1	43	10,800.00	1434	6,150.00	....	....	520.00	354.20
Bottineau	3	..	..	..	....	....	...	...	..	.....	.....	77	61	138	.....	..	....	..	..	..	.....	....	.....	....	.....	.....	51.90
Brookings	26	..	2	5	85	105	37	88	125	32.50	26.50	1136	1018	2154	1918	62	2.16	6	2	78	40,665.00	2411	41,900.00	9	444.84	2,514.88	915.00
Brown	30	..	4	11	106	85	34	95	129	34.40	27.90	1531	1423	2954	2514	70	1.65	42	4	103	101,483.00	3826	88,800.00	7 3-5	538.30	7,464.20	956.55
Brule	20	..	2	5	67	196	32	65	97	29.87	27.13	959	996	1868	1666	68	1.44	32	3	66	44,935.44	1955	41,450.00	7	.....	3,880.23	527.00
Buffalo	....	..	..	..	....	....	...	...	...	.....	.....	.....	.....	.....	.....	..	....	..	...	..	.....	....	.....	....	.....	.....	.....
Burleigh	21	..	1	8	14	101	4	23	27	40.31	37,50	429	452	881	557	68	2.86	3	1	14	50,906.44	840	14.500.90	7.81	253.00	857.01	502.44
Butte	5	..	....	..	12	80	5	9	14	47.00	46.66	128	101	229	205	51	2.76	1	...	4	2,016.30	170	1,600.00	8	.....	.....	368.88
Campbell	2	..	..	..	7	53	1	6	6	25.00	27 50	39	46	85	59	49	2.54	1	...	1	800.00	28	5,800.00	7	168.60	984.02	158.68
Cass	....	94	16	20	100	119	41	121	161	48.00	40.29	2072	1935	4007	3196	67	3.52	9	5	97	244,615.62	4032	61,882.97	9 1-3	817.30	47,108.94	2,000.00
Cavalier	16	..	....	..	16	80	6	10	16	31.66	28.03	315	192	507	420	44	1.91	7	...	7	3,138.41	211	2,900.00	8	19.93	208.02	256.66
Chas. Mix	11	..	....	..	35	75	11	28	39	31.04	29.36	568	452	1020	553	85	2.97	21	...	29	17,634.55	764	22,520 00	7 3-4	53.00	2,066.00	69.61

Clark	15		2	7	35	97	8	41	49	39 15	26 67	381	352	733	572	81	1 72	23	2	35	29,046 50	1049	25,800 00	7		5,491 11	400 00
Clay		56	2	6	48	125	32	49	81	36 06	29 45	1121	893	2033	1683	64	1 53	2	2	45	35,230 00	1951	10,500 00	8.9		1,425 09	420 00
Codington		44	2	4	38	111	14	49	63	42 80	28 50	750	665	1415	1182	78	2 00	3	1	38	33,082 11	1291	12,450 00	8	201 64	8,587 06	947 50
Custer	5				9	123	2	6	8		47 00	165	147	312	173	39	2 36	1		7	8,400 00	230	2,500 00	7		1,324 43	100 00
Davison	12			2	42	143	22	50	72	27 48	24 38	510	364	874	559	51	1 51	9	1	39	22,629 00	1170	26,400 00	7 1-2	173 00	2,991 92	450 00
Day	18		1	3	50	80	12	55	67	32 60	24 30	706	590	1296	698	55	2 60	11	2	26	19,653 97	659	15,100 00	7 1-2		343 91	
Deuel		55	1	2	46	108	13	62	75	33 00	27 25	672	579	1251	974	56	2 37	6	1	46	28,793 92	1138	19,619 00	8 1-3	119 25	6,694 39	450 00
Dickey	15		1	4	33	96	7	35	42	38 00	36 30	353	400	753	488	72	2 11	17	1	19	20,458 20	915	12,700 00	7	23 00	2,106 40	450 70
Douglas	12				36	58	10	25	35	23 16	23 98	501	434	935	593	62	1 28	2		7	753 00	731			14 10	894 53	430 65
Edmunds	17				17	139	2	13	15	35 00	34 33	258	245	503	210	51	1 80	3	1	10	6,130 00	370	4,900 00	7 1-2		1,171 35	390 00
Emmons	8				9	47	2	7	9	30 25	34 00	81	84	165	71	73	4 32	3		4	5,200 00	66	9,000 00	7	18 00	57 00	322 10
Eddy	6				6	123	2	8	10	40 00	23 40	58	61	119	63						2,000 00	122	1,800 00	7		430 98	
Fall River	2				2	91	2	2	4		55 00	48	38	86	26		5 67	1		1	1,525 00		2,500 00	8	3 00		69 30
Faulk	8				31	71	9	24	33	28 67	28 25	306	243	549	390	38	2 51	23		1	1,687 00	466	9,920 00	7 1-5		30 00	1070 70
Foster	4				6	93	1	7	8	75 00	30 00	118	80	198	134	75	1 96	4			1,907 86	260	2,000 00	7		208 91	55 74
Grand Forks		76	3	13	64	106	14	64	78	48 50	35 00	1466	1441	2907	2060	55	2 25	18	3	64	118,400 00	2504	83,879 00	8	759 00	1,721 95	1000 00
Grant	15		2	6	46	105	23	59	82	32 88	29 10	877	774	1651	1295	65	1 56	10	2	46	40,132 00	1577	34,520 00	7 3-5	105 00	2,082 00	483 00
Griggs	9				24	77	11	18	29	36 90	36 25	234	184	418	348	54	2 33	8		21	18,917 83	580	8,800 00	7 2-5	80 00	3,566 82	470 00
Hamlin	6		1	4	31	86	11	21	32	30 75	28 56	460	421	881	696	72	1 63	16	1	36	27,891 19	966	20,272 00	7 1-2	126 00	3,630 70	312 15
Hand	28		2	6	70	84	29	53	82	30 70	27 72	714	648	1571	962	80	1 98	52	2	65	44,979 84	1604	39,700 00	7	115 00	4,576 13	435 62
Hanson	14		1	2	38	76	12	45	57	25 90	26 62	507	465	972	529	48	1 71	21	1	43	29,325 00	1132	27,180 00	7 3-4	154 00	998 43	400 00
Hughes	15		1	6	27	91	12	24	36	48 15	34 90	496	483	979	951	60	2 65	22	2	27	22,819 62	1102	15,000 00	7 1-8	319 01	931 94	458 67
Hutchinson		79	2	4	66	90	49	33	82	28 36	23 63	1477	1294	2771	1690	59	2 36	14	2	49	23,836 84	1951	12,630 00	8	77 00	2,992 92	749 57
Hyde	16		3	6	22	81	7	22	29	27 56	28 04	268	258	526	308	75	2 53	30	3	27	27,646 41	844	23,716 66	7.3	214 00	1,327 15	500 00
Jerauld	15				46	81	14	36	50	28 00	24 77	505	465	970	769	61	2 02	40		43	26,473 00	90	24,300 00	7	264 40	924 34	650 00
Kidder	2		1	2	1	160	2	3	5	50 00	42 50	57	55	112	90	76			1		10,400 00	105	9,000 00	7		400 00	140 00
Kingsbury	14		2	5	79	101	29	79	108	30 75	26 94	925	810	1735	1439	84	2 35	22	2	82	59,346 00	2303	48,650 00	7 1-2	754 50	1,952 25	871 46
Lake	12		1	3	61	86	16	70	86	29 33	25 33	762	653	1415	1290	72	1 41	14	1	58	32,753 00	1483	25,334 00	8 1-2		2,843 73	428 10
LaMoure	14		1	2	16	100	4	18	22	47 50	34 74	171	182	357	239	79	4 18	8	1	15	20,870 04	591	10,800 00	7 1-2	121 00	2,329 30	187 00
Lawrence		27	4	3	25	140	13	27	40	78 76	54 15	949	934	1883	1287	62	3 27	4	4	25	50,699 70	1438	37,470 00	8	1055 00	61 33	701 00
Lincoln		77	3	7	72	111	46	84	130	33 16	28 34	1219	1139	2358	2187	60	1 91	5	3	71	56,782 92	2395	29,785 00	9 1-3	127 34	6,209 35	656 04
Logan																											
Marshall	23				23	60	6	21	27	37 50	28 00	260	220	480	383	78	2 29	14	1	15	14,635 00	414	12,900 00	7		2,896 00	
McCook	16		4	10	60	98	31	55	86	27 39	24 46	737	635	1372	1124	70	1 79	15	4	62	41,695 00	2688	39,285 00	7 1-8	754 80	882 44	301 45
McHenry																											

GENERAL STATISTICS—*Continued.*

McIntosh																																
McLean	7				8	94	1	10	11	25	00	32	00	68	58	126	96	69	3	14	8		9	7,700	00	210	5,400	00	7			215	91	304	89
McPherson	8				5	62	1	5	6	25	00	24	25	108	99	207	76	73	2	06	6		6	4,200	00	258	4,200	00	7			38	00	90	00
Mercer																																
Miner	8		1	2	57	107	23	59	82	29	12	26	67	574	506	1080	856	71	1	70	7	1	55	37,636	00	1520	37,000	00	71-3	329	00	5,509	88	675	00
Minnehaha		106	6	23	94	99	60	97	157	32	44	27	32	1623	1662	3285	2713	69	1	95	16	5	83	89,257	36	3070	53,126	50	89	347	68	2,276	36	1,000	00
Moody		58	2	4	54	107	14	73	87	27	50	23	00	842	702	1544	1155	58	2	51	4			28,229	00	1522	23,150	00	9			1,240	18	491	00
Morton	11		2	6	7	124	1	12	13	100	00	40	17	386	338	724	333	66	3	63	2	2	5	12,323	14	355	8,000	00	72-3			1,166	80	345	50
Nelson	8				9	100	2	7	9	50	00	25	58	171	153	324	184	42	3	47	7		8	12,357	39	343	14,000	00	7	47	50	843	65	250	00
Oliver																																
Pembina		93	4	9	57	144	39	57	96	43	52	29	13	1658	1560	3218	2332	64	1	40	16	4	37	59,113	00	2752	44,500	00	8	374	33	7,228	00	1,151	50
Pennington	10		1	4	20	93	6	17	23	65	00	46	80	264	201	465	392	77	4	62	1	1	11	26,415	00	735	4,500	00	7	125	00	10,000	00	501	45
Potter	17				11	75	4	7	11	33	33	28	75	182	162	378	95	73	2	35	8		8	7,580	80	359	6,900	00	7			2,381	44	676	00
Ramsey	9				15	113	5	13	18	48	40	41	73	251	231	482	310	64	2	68	11		19	9,310	00	468	5,700	00	7	262	33	1,143	04	400	00
Ransom	15				55	142	21	52	73	37	90	34	41	511	423	934	564	38	2	38	7		33	35,609	14	1010	15,500	00	7	228	00	8,920	76	349	79
Richland	17				69	110	22	70	92	36	60	33	60	960	821	1781	1312	65	3	05	14		56	34,587	14	1311	9,100	00	7-4	55	79	2,621	31	953	30
Roberts	6				29	83	13	17	30	32	15	25	66	275	257	532	381	61	1	71	2		16	8,276	00	434	7,500	00	8	240	79	3,385	86	160	00
Rolette																																
Sanborn	16		1	3	49	65	23	34	57	27	30	22	89	560	459	1019	735	61	3	02	40	1	46	23,095	92	1371	34,200	00	7-3	142	35	5,131	41	330	05
Sargent	14		1	2	23	123	15	18	33	30	81	33	22	337	250	587	341	64	3	21	14	1	23	25,267	23	794	21,122	02	7-4	235	85	1,833	12	150	00
Spink	19		3	11	112	119	58	97	155	36	10	23	81	1555	1223	2778	2242	75	1	50	29	3	109	92,592	33	3548	88,930	00	7-5	340	00	10,205	86	1,000	00
Stark	4				7	70	1	5	6	30	00	37	78	129	123	252	155	55	1	69				236	81					6	00			156	48
Steele	9				13	75	4	8	12	40	00	35	47	228	189	427	171	75	3	33	7		13	13,447	15	362	15,560	00	7	124	00	1,632	30	415	00
Stutsman	11		1	12	31	119	4	42	46	61	67	40	00	656	658	1314	1051	52	2	63	18	2	39	71,751	82	1433	31,400	00	7-4	3,230	67	31,084	65	1,050	00
Sully	24				29	77	3	25	28	31	25	31	29	386	340	726	342	75	2	73	29		34	20,457	48	558	19,100	00	7	154	25	4,500	76	234	35
Towner	3				2	154		3	3			30	00	25	29	64	14	75	2	73	3		4	32	00	122	4,600	00	7-3			141	80	452	75
Traill	13		1	2	58	122	22	58	80	44	00	28	00	872	772	1644	1331	49	1	90	12	1	58	33,345	25	833	20,750	00	8	753	92	4,100	77	875	60
Turner	12		3	7	71	107	50	65	115	31	61	31	15	118	1020	2200	1332	57	1	84	9	3	69	49,955	00	2338	18,160	00	7-7	140	85	12,163	07	850	00
Union		75	1	4	65	117	42	71	113	34	65	29	13	1312	1270	2582	2293	58	2	16	2	1	65	35,630	42	2187	33,475	00	85-6	60	19	3,845	46	752	00
Walsh		88	3	5	76	107	28	85	113	39	77	34	00	1280	1397	2677	2429	57	1	79	16	4	72	65,765	00	3161	57,950	00	8	490	35	939	97	769	30
Walworth	10				4	120		4	4			34	83	45	37	82	67	38	1	80	4		4	4,150	00	113	4,200	00	71-3			1,723	36	126	20
Wells	2				2	120	2	2	4	40	71	35	06	27	16	41	30	79	2	46	1		1	200	00	28	600	00	7			615	16	25	00
Yankton		59	14	12	59	91	42	48	90	31	29	28	04	1597	1552	3149	2234	63	1	29	9	5	56	53,920	00	2813	19,230	00	8					1,206	80
Totals		781	1062	116	791	2[illegible]	[illegible]	9	124	2[illegible]	115	$[illegible]	23	$31	29	4657	4206	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	215	$21,[illegible]	064	1027	$1,082,581	77	$07[illegible]	$12,[illegible]	11	$[illegible]	65	$37,[illegible]	62

FINANCIAL STATISTICS.

Year Ending June 30th, 1885.

Counties.	Cash on hand, July 1st, 1884.	Received into Special Fund from all sources.	Received from apportionment of Co. Supt.	Received from sale of bonds.	Total receipts of treasury to June 30th, 1885.	Paid for school houses, sites and furniture.	Paid for teachers' wages.	Paid for all incidental expenses.	Paid for interest on bonds.	Paid for purposes not before included.	Total expenditures for school purposes.	Cash remaining in school treasuries, June 30, 1885.	Total amount to balance total receipts.
Aurora	.....	4,323 38	2,910 72	3,290 00	10,524 09	3,615 87	4,329 03	1,798 55	.....	184 46	9,927 91	596 18	10,524 09
Barnes	14,447 03	20,268 51	6,104 24	16,806 65	67,066 34	16,849 44	13,958 32	4,941 48	5,905 61	10,777 59	52,852 46	14,213 85	67,066 34
Beadle	4,408 62	14,805 64	3,674 78	27,862 50	50,751 54	25,100 63	8,330 80	3,451 12	4,376 97	15,767 77	42,836 11	7,915 43	50,751 54
Benson	.....	.....	635 95	8,980 00	9,615 95	4,763 84	18 89	106 15	2 85	15 50	4,907 23	4,708 72	9,615 85
Bon Homme	818 29	10,743 10	9,238 83	7,041 00	27,841 22	11,646 47	10,297 59	2,150 61	1,144 50	687 63	25,026 80	1,814 42	27,841 22
Bottineau	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brookings	4,620 89	18,248 91	7,093 50	5,971 50	35,884 98	9,987 94	12,870 19	4,793 20	3,395 59	1,724 25	30,771 17	5,113 81	35,884 98
Brown	13,518 37	19,908 72	15,396 64	19,115 00	67,938 73	30,402 22	18,979 63	5,950 50	5,829 00	1,502 96	62,664 42	5,274 31	67,938 73
Brule	7,672 37	10,004 18	7,020 18	12,318 90	37,015 63	1,776 22	9,378 82	3,237 13	2,557 75	942 78	35,571 40	1,444 23	37,015 63
Buffalo	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burleigh	1,972 89	8,432 25	5,980 02	3,833 00	20,232 16	2,913 19	7,017 50	6,879 80	1,089 03	244 76	18,144 28	2,087 88	20,232 16
Butte	64 60	1,771 00	887 18	.....	2,722 78	234 10	1,920 28	148 45	7 40	.....	2,310 23	412 55	2,722 78
Campbell	.....	.....	312 00	5,800 00	6,112 00	794 00	140 13	158 58	.....	8 00	6,100 71	11 29	6,112 00
Cass	43,189 63	73,474 91	29,197 40	5,498 80	151,188 31	27,964 82	33,600 01	15,356 37	12,482 48	9,169 49	104,268 98	46,919 38	151,188 31
Cavalier	63	435 85	1,780 80	1,980 00	4,197 28	1,920 66	1,459 51	156 51	53 63	21 80	3,794 41	402 17	4,197 28
Chas. Mix	41 06	3,962 62	1,437 94	16,390 00	21,831 75	15,093 40	2,118 33	1,293 47	678 52	231 13	19,516 05	2,315 70	21,831 75

FINANCIAL STATISTICS—*Continued.*

Clark	26 45	5,307 68	1,515 08	9,440 77	16,185 38	9,057 73	3,199 74	1,541 24	979 63	222 42	14,996 77	1,188 61	16,185 38
Clay	2,536 11	14,159 13	4,614 23	.....	21,309 47	2,356 52	10,958 57	2,334 01	933 89	760 71	17,343 70	3,965 77	21,309 47
Codington	6,678 83	10,993 78	6,273 80	1,516 50	25,462 96	8,476 82	9,094 53	2,175 07	1,748 55	540 43	18,637 04	6,825 92	25,462 96
Custer	3,099 53	3,415 98	1,653 82	800 00	8,977 93	5,607 27	2,063 13	243 05	.....	.....	7,913 45	1,064 48	8,977 93
Davison	1,639 34	8,839 69	3,741 28	5,103 70	19,324 07	4,859 22	7,078 60	1,902 00	1,558 60	2,701 29	17,011 39	1,712 68	19,324 07
Day	325 23	2,118 94	2,553 22	3,267 27	9,430 94	2,352 14	3,198 63	1,069 25	764 06	27 68	7,521 73	1,909 21	9,430 94
Deuel	4,920 40	8,919 89	3,308 11	3,503 63	20,652 03	5,321 61	7,083 18	1,455 15	1,562 06	619 94	16,041 94	4,610 09	20,652 03
Dickey	3,924 12	4,739 00	1,675 92	7,721 00	18,060 04	11,443 53	3,182 19	1,106 56	512 25	211 97	16,456 50	1,603 54	18,060 04
Douglas	313 31	2,073 60	816 75	.....	3,223 66	321 20	1,905 82	669 62	.....	82 49	2,999 13	224 53	3,223 66
Edmunds	765 08	1,355 50	2,530 18	4,839 08	10,186 73	4,096 66	1,965 07	1,243 04	159 45	4 00	7,611 43	2,575 30	10,186 73
Emmons	.....	686 80	1,589 95	7,715 00	9,991 01	6,737 22	587 70	593 09	187 40	95 70	8,219 11	1,771 90	9,991 01
Eddy	.....	286 31	684 55	1,800 00	3,127 22	1,676 08	708 75	248 03	70 00	2 44	2,705 30	422 92	3,127 22
Fall River	.....	240 75	1,345 32	.....	1,586 07	22 99	645 00	216 50	.....	134 30	1,018 79	567 28	1,586 07
Faulk	.....	4,032 36	718 42	7,915 00	12,655 79	6,824 94	2,438 52	619 55	451 83	45 98	10,890 83	1,764 96	12,655 79
Foster	.....	748 90	829 13	1,850 00	3,428 03	1,807 86	645 54	369 63	35 00	294 91	3,152 94	275 09	3,428 03
Grand Forks	14,242 36	27,771 72	21,578 28	13,344 55	76,956 91	18,128 39	22,063 65	6,354 79	7,053 20	3,833 62	57,433 65	19,523 26	76,956 91
Grant	457 32	10,488 08	3,786 16	6,751 30	21,500 86	5,008 37	7,275 97	3,448 39	1,919 90	824 22	18,536 85	2,964 01	21,500 86
Griggs	4,234 96	7,823 09	6,112 00	4,900 00	23,070 05	10,076 79	3,641 72	1,192 20	925 04	272 20	16,108 95	6,961 10	23,070 05
Hamlin	1,324 23	6,064 82	3,334 32	6,383 99	17,107 36	8,917 75	3,708 26	1,217 37	971 13	216 00	15,030 51	2,076 85	17,107 36
Hand	549 63	5,456 28	4,089 43	24,828 59	34,923 93	24,963 62	4,745 50	2,025 55	826 22	354 34	33,352 57	1,571 36	34,923 93
Hanson	2,136 90	9,579 21	3,023 65	12,301 60	27,053 88	12,353 55	4,577 65	1,634 06	1,104 97	1,040 56	23,250 76	3,803 12	27,053 88
Hughes	4,369 49	9,384 59	9,630 05	11,749 50	35,133 63	16,302 49	7,135 64	3,346 00	200 21	2,736 60	30,393 55	4,740 08	35,133 63
Hutchinson	3,423 47	7,181 06	4,183 72	6,460 40	21,248 65	7,460 62	7,541 61	1,750 61	523 36	482 95	17,759 15	3,489 50	21,248 65
Hyde	.....	2,604 26	603 54	21,298 33	24,506 13	17,638 38	634 20	142 59	111 13	.....	18,526 30	5,979 83	24,506 13
Jerauld	.....	4,460 80	788 31	20,270 00	25,615 68	19,997 85	2,885 20	1,502 24	467 27	365 40	24,759 80	855 88	25,615 68
Kidder	10 34	.....	2,131 98	.....	2,142 32	.....	.....	.....	.....	.....	1,114 13	2,028 19	2,142 32
Kingsbury	3,208 50	13,832 40	3,138 24	12,766 75	32,946 44	15,082 62	8,495 14	3,107 57	3,074 00	1,145 07	30,904 40	2,042 04	23,946 44
Lake	2,749 98	9,337 90	3,773 14	4,035 75	18,763 05	6,061 40	8,235 03	2,277 44	1,756 77	233 04	16,667 78	2,095 27	18,763 05
LaMoure	2,009 56	5,422 11	3,933 13	6,581 75	17,946 55	8,653 02	2,677 73	1,634 54	498 77	281 00	13,745 06	4,201 49	17,946 55
Lawrence	11,569 50	25,290 47	18,535 21	1,940 31	57,637 83	10,196 92	20,088 66	4,828 65	3,263 36	272 84	38,342 81	19,195 02	57,637 83
Lincoln	13,931 80	19,294 26	3,517 20	2,744 44	39,487 70	13,857 11	13,425 54	3,079 17	3,373 49	1,544 06	35,279 37	4,208 33	39,487 10
Logan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marshall	1,667 75	.....	847 08	11,660 00	14,174 83	12,580 43	586 08	83 27	129 75	12 52	13,392 05	782 78	14,174 83
McCook	1,027 02	9,081 80	4,680 00	8,555 55	23,344 37	8,774 25	6,353 51	1,961 70	24,425 85	2,706 76	22,222 27	1,122 10	23,344 37
McHenry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

McIntosh	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McLean	.....	370 89	919 71	4,000 00	4,486 60	4,243 60	532 88	313 23	91 25	.....	4,317 96	168 64	4,486 60
McPherson	.....	471 26	.....	4,298 00	4,768 99	4,349 72	60 00	126 75	126 47	.....	4,662 67	106 32	4,768 99
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miner	1,261 94	7,939 39	2,351 17	6,196 77	17,874 35	6,095 55	5,783 41	1,715 86	2,423 53	133 69	16,158 93	1,715 42	17,874 35
Minnehaha	10,874 03	26,866 89	16,498 33	13,836 66	68,075 91	18,252 44	20,669 88	7,577 56	5,267 32	2,576 72	54,343 92	13,731 99	68,075 91
Moody	6,961 86	9,249 99	3,070 09	903 00	20,084 94	3,588 87	7,444 33	1,729 34	2,222 24	639 65	15,624 43	4,460 51	20,084 94
Morton	3,280 96	3,532 30	1,736 99	850 00	9,400 25	2,160 73	4,437 31	1,450 87	634 00	7 23	8,090 05	710 20	9,400 25
Nelson	314 86	310 18	1,318 22	11,331 00	13,074 26	7,158 41	945 85	399 84	.....	.....	9,056 05	4,018 21	13,074 26
Oliver	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pembina	7,715 02	14,252 12	12,280 63	8,792 25	43,110 02	10,960 89	16,881 28	3,913 22	3,005 37	1,465 18	36,588 92	6,521 10	43,110 02
Pennington	908 19	12,768 55	3,215 66	2,500 00	19,392 40	3,341 73	5,014 54	1,828 00	783 00	7,585 07	18,562 22	830 18	19,392 40
Potter	.....	87 62	152 48	6,860 00	7,100 00	6,686 88	12 00	96 80	31 50	88 95	6,916 13	183 87	7,100 00
Ramsey	11 00	829 95	869 93	5,100 25	14,742 06	7,959 74	3,349 00	591 86	102 40	103 80	12,036 69	2,705 37	14,742 06
Ransom	4,186 66	10,103 04	3,528 21	4,790 00	23,005 92	7,865 80	8,756 86	2,109 40	1,046 91	546 33	20,325 30	2,680 62	23,005 92
Richland	7,334 39	18,265 66	9,037 11	1,000 00	35,637 16	8,652 87	13,017 85	2,818 67	1 351 22	1 663 19	27,503 80	8,133 36	35,637 16
Roberts	248 09	3,537 20	1,502 84	1,600 00	6,894 12	2,477 08	2,590 87	1,019 16	632 77	17 87	6,737 75	156 37	6,894 12
Rolette	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sanborn	25 20	6,297 73	2,694 16	27,156 00	36,174 09	27,265 82	3,650 75	1,833 28	1,265 62	1,404 11	35,408 60	765 49	36,174 09
Sargent	379 43	1,976 69	1,625 10	10,236 98	15,591 11	11,414 51	1,732 08	315 92	959 01	349 57	14,926 44	664 67	15,591 11
Spink	6,807 76	25,345 21	6,084 46	32,547 64	71,285 07	31,450 90	17,880 20	5,580 26	6,503 22	1,183 30	62,402 42	8,382 65	71,285 07
Stark	700 52	19 90	3,243 09	.....	3,063 51	358 01	1,437 50	271 22	.....	.....	2,124 73	938 78	3,063 51
Steele	.....	3,297 06	1,342 67	6,241 00	10,880 72	7,413 51	1,783 70	706 93	423 40	827 65	10,224 98	655 74	10,880 72
Stutsman	713 83	19,264 56	6,526 23	28,979 00	55,872 18	17,511 16	12,957 27	3,349 75	10,590 88	1,202 96	45,203 46	10,280 16	55,872 18
Sully	.....	2,943 62	925 08	16,990 00	20,858 70	17,222 96	989 31	1,116 47	411 60	138 60	19,878 46	980 24	20,858 70
Towner	.....	57 86	90 00	4,140 00	4,287 86	1,743 82	100 00	41 20	.....	.....	1,885 02	2,402 84	4,287 86
Traill	7,442 57	21,213 38	14,267 43	2,420 12	45,882 44	11,820 85	12,573 97	5,097 96	1,941 32	2,801 19	34,308 18	11,574 26	45,882 44
Turner	4,215 13	14,088 86	7,679 97	10,430 00	36,414 12	14,039 05	11,957 60	4,299 48	1,662 42	1,243 30	33,459 55	2,954 57	36,414 12
Union	3,467 05	17,458 92	3,030 11	1,313 20	25,269 28	4,176 26	14,283 47	2,464 78	486 37	1,008 07	22,418 95	2,850 33	25,269 28
Walsh	9,627 92	15,490 26	13,379 51	27,543 79	66,041 48	14,505 89	15,969 99	3,413 32	3,897 89	864 46	41,474 39	24,567 09	66,041 48
Walworth	6 25	28 50	517 33	4,150 00	4,702 08	3,917 23	683 50	296 42	178 50	43 29	4,595 41	106 67	4,702 08
Wells	.....	.....	183 27	588 00	771 27	553 17	155 00	36 70	21 00	.....	765 87	5 40	771 27
Yankton	4,175 81	15,791 62	7,147 27	300 00	27,414 70	1,994 24	14,485 95	4,409 82	1,657 47	927 52	23,475 00	3,939 70	27,441 70
Totals	$262,554 24	$670,580 39	$360,379 37	$628,725 71	$1,922,239 71	$694,659 84	$500,081 26	$182,791 43	$141,185 53	$75,974 26	$1,594,695 32	$327,544 39	$1,922,239 71

CERTIFICATES, INSTITUTES, VISITATIONS, HIGHER SCHOOLS, ETC.

COUNTIES.	Certificates issued in school year. 1st Grade.	2d Grade.	3d Grade.	Probation.	Total.	No. applicants rejected	Institute fees received.	Institute Funds left on hand.	No. of Qualified Teachers in County.	No. Schools Visited by Co. Superintendent.	Whole Number of Visitations.	Co. Institutes held.	Sessions of Co. Teachers' Association.	Independent Districts—City Schools and Principals.
Aurora,	2	13	6	2	23	7	$23 00	$ 111 50	75	54	54	..	1	Plankinton—J. W. Harden; White Lake, J. Loughran.
Barnes,	4	9	23	13	49	6	49	55 05	65	63	95	1	....	Valley City—J. W. Cowen.
Beadle,	19	27	38	15	99	7	106	131	74	59	65	1	....	Huron—W. H. Dampster.
Benson,	4	7	2	1	14	..	14	14	14	....	....	..	....	
Bon Homme,	4	17	24	12	57	..	57	47 95	45	62	65	1	....	Springfield—Z. M. Ramsey; Scotland, G. A. McFarland.
Brookings,	6	22	35	13	76	10	76	40	70	86	185	1	8	Brookings City.
Brown,	20	24	76	16	136	9	145	29	118	89	122	1	12	
Brule,	4	28	37	..	69	22	69	62	70	85	90	1	10	
Burleigh,	..	3	8	1	12	..	12	12	30	11	20	1	....	Bismarck—C. D. Abbey, Bessie McNiel.
Butte,	3	3	....	..	6	1	7	29	12	15	16	..	....	
Bottineau,	..	....	....	1	1	1	2	2	1	....	....	..	....	
Campbell,	1	4	3	1	9	1	9	9	9	7	10	..	....	
Cass,	23	30	40	20	113	5	120	27 06	160	73	91	1	....	Fargo—E. H. Smith.
Cavalier,	..	....	2	4	6	..	6	6	18	16	23	..	....	
Charles Mix,	1	3	4	1	9	7	9	56	39	16	16	..	....	
Clay,	1	7	10	9	27	5	25	38	50	44	70	1	....	Vermillion—Prof. B. B. Hayard.
Clark,	4	10	6	..	20	..	18	60	37	25	30		5	
Codington,	4	2	7	10	23	2	25	65 58	40	39	178	..	....	Watertown—W. L. Gowie.
Custer,	..	2	....	....	2	..	2	3	....	....	....	..	....	
Davison,	5	8	7	5	25	8	20	.....	42	39	60	1	....	Mitchell—H. E. Kratz, C. M. Young.
Day,	8	17	26	27	78	..	70	101	42	....	....	..	....	
Deuel,	..	15	16	7	38	1	36	19	35	40	40	1	....	
Dickey,	7	10	20	9	46	6	46	68	58	28	28	..	....	
Douglas,	3	7	6	8	24	1	25	37	23	25	29	1	4	
Edmunds,	3	8	12	5	28	..	28	39	32	16	39	..	1	
Emmons,	1	1	5	2	9	..	9	9	8	4	4	..	....	
Eddy,	1	..	3	1	5	..	.....	.....	8	5	7	..	....	
Fall River,	..	....	1	1	2	..	1	1	1	2	3	..	....	
Faulk,	6	13	27	3	49	7	49	49	36	35	39	..	1	
Foster,	..	6	....	....	6	..	6	6	8	6	11	..	2	
Grand Forks,	..	16	40	13	70	10	80	.....	90	65	125	1	....	Grand Forks—C. M. Cunningham; Laramore, Geo. A. Stanton.
Grant,	1	7	15	3	26	6	26	21	35	41	70	1	7	Milbank—Prof. G. W. Parvey; Big Stone City, Miss M. Welber.
Griggs,	3	9	5	6	23	3	17	26	15	19	44	..	....	

Hamlin,	3	6	18	3	30	3	30 00	56		20	25	49	..	....	
Hand,	28	34	23	6	91	6	94	80		106	17	23	1	3	Miller—A. G. Somers; St. Lawrence, G. W. Nellis.
Hanson,	9	11	16	12	43	10	48	48		30	20	20	..	1	Alexandria—Miss Olmstead.
Hughes,	6	8	9	13	39	14	50	38	35	21	20	21	1	....	City of Pierre—J. C. Collester.
Hutchinson,	6	16	21	17	60	3	51	12	15	38	63	69	2	....	Olivet—Chas. Ellison.
Hyde,	2	14	13	3	32	2	34	9		31	26	45	1	....	
Jerauld,	7	15	9	2	33	...	30	60		41	16	19	..	....	
Kingsbury,	7	13	42	18	80	18	86	34	97	60	76	79	2	....	Arlington—T. H. Garvin.
Lake,	13	20	15	3	51	4	51	93		50	58	59	1	....	Madison—F. T. Allen; Wentworth, Mrs. S. A. Woodworth; Winfred; Gilman.
LaMoure,	3	7	7	4	21	1	22	40		22	13	16			
Lawrence,	7	17	14	3	41	3	41	28		50	12	16	.	.. .	Deadwood—Prof. Tree.
Lincoln,	9	29	29	13	80	15	80	53	75	93	69	102	1	9	Canton City—C. F. Gates.
McCook,	15	15	19	12	61	8	52	82		52	52	52	1	8	Salem; Bridgewater.
McLean,	3	3	1		7	...	5	5		7	7	8	..	...	
McPherson,	...	1	3	2	6	...	6	6		7	6	15	..	..	
Miner,	6	18	20	14	58	7	54	35		50	54	57	1	12	Howard—A. D. McGregor; Canton, Miss Mamie Walker.
Minnehaha,	11	25	35	12	83	15	89	35	80	69	75	80	2	10	Sioux Falls—Prof. L. McCartney; Valley Springs, S. B. How; Dell Rapids, Josie Cooley.
Moody,	5	14	16	18	53	8	64	74		48	54	63	1	6	Egan—Miss Maud Kelley; Flandreau, H. C. Phillips.
Morton,	3	3	6	...	12	...	5	.....		12	7	7	1	...	Mandan—Mary Bowers.
Nelson,	4	7	5	1	17	1	12	17		12	4	4	..	....	
Pembina,	5	16	33	8	62	10	72	54		80	92	130	1	1	
Pennington,	8	4	2	...	14	4	11	24		16	14	32		....	Rapid City—H. W. Somers.
Potter,	14	1	3	3	21	...	21	21		16	9	13	.	...	
Ramsey,	4	3	8	8	23	3	23	40		25	12	20	..	....	
Ransom,	8	22	14	3	47	3	47	19	05	30	26	37	1	1	Lisbon—Prof. G. S. Montgomery.
Richland,	4	20	16	7	47	12	45	82		54	..	...	..	....	Wahpeton City—W. G. Crocker; Walcott; Brightwood.
Roberts,	4	7	9	7	27	2	13	13		20	18	30	..	....	
Sanborn,	2	8	17	11	38	8	36	36		45	23	30	..	....	Woonsocket—R. Parson.
Sargent,	8	11	6	7	32	3	32	43		25	25	34	..	....	
Spink,	..	37	48	29	114	54	105	45		100	67	74	2	....	
Stark,	2	2	..	...	4	4	2	2		6	7	7	..	....	
Steele,	2	4	6	1	13	. .	13	22		17	10	12	..	....	
Stutsman,	10	11	26	3	50	4	30	49		50	25	39	2	.. .	Jamestown—Prof. C. H. Clemmer.
Sully,	1	12	9	11	33	4	37	48		26	20	22	..	....	
Turner,	..	3	4	...	7	...	7	7		5	2	3	..	....	
Traill,	7	11	6	2	26	14	24	24		39	58	93	.	6	Mayville—Miss Barnum; Baxton, Miss Hattie Sacks; Hillsboro, M. Hemmy.
Turner,	12	21	29	11	73	6	19	70	23	47	64	80	1	2	Ind. Dist. No. 1—Miss Bell Johnson.
Union,	7	30	44	6	87	15	101	35	25	100	58	94	1	4	
Walsh,	7	14	31	..	52	10	52	14		71	73	85	1	2	Grafton—J. P. Miner.
Walworth,	1	4	4	..	9	...	9	14		7	3	4	..	....	
Wells,	..	1	1	1	3	...	3	3		1	2	3	..	....	
Yankton,	6	10	20	3	39	8	8	15		43	57	85	..	. .	Yankton City—Prof. Bartlett.
Totals,	398	856	1161	486	2901	404	$2961.00	$2521.54		2973	2408	3330	38	116	